

CALIFORNIA SCHOOLS

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WALTER F. DEXTER

Superintendent of Public Instruction

EDITOR:

IVAN R. WATERMAN

Chief, Division of Textbooks
and Publications

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COVER

The pupils at the California School for the Deaf at Berkeley are encouraged to engage in leisure-time activities. The two girls shown in the picture on the cover make a hobby of photography.

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THE PRESIDENT'S PROCLAMATION ON AMERICAN EDUCATION WEEK, NOVEMBER 9-15, 1941

During the year the President of the United States calls attention to certain occasions and events of national importance by issuing a proclamation. These proclamations are usually a restatement of the significance of some historical event or a redefinition of the relationship of certain institutions to the changing directions of national life.

American Education Week, which takes place in November during the week that includes Armistice Day, is the subject of such a proclamation each year. The theme of this occasion expresses some need that the nation should expect to see fulfilled through the agency of the public schools. In 1941 this need is expressed in the phrase "Education for a Strong America."

This theme is the particular subject of President Roosevelt's proclamation. He calls upon the people to strengthen their resolution. Adult citizens are asked to have faith that truth, justice, and righteousness are inherent and will triumph in the world and to insure that this faith find expression in the teachings of the public schools as a safeguard to their children against fatalism and despair.

TO THE PATRONS, STUDENTS, AND TEACHERS OF AMERICAN SCHOOLS:

The theme of the twenty-first observance of American Education Week should strike a responsive chord in the hearts of all patriotic citizens. EDUCATION FOR A STRONG AMERICA has in it a timely note of optimism. It reminds us of the sources of our inherent strength—the courage and fortitude of individual men and women devoted to freedom and its defense.

Today's young Americans are not taking their freedoms for granted. They are being taught that freedom must be held by each generation; that it is not by hoarding, but by sacrificial giving that life gains meaning and power.

Organized education does its full part to make America strong. It helps to dispel ignorance and confusion. It builds knowledge and character. It stimulates a desire to achieve the satisfactions of the good life and to eliminate evil from the world.

The challenge of today's tragic world is ever with us. We must guard against any feeling of fatalism. The shape of things to come is ominous only to those who lack resolution; who fail to sense the inherent strength of democracy; who lack faith that we live in a moral universe in which truth, righteousness, and justice will eventually be made to triumph.

REPORT ON THE CALIFORNIA PLAN OF VOCATIONAL EDUCATION FOR DEFENSE WORKERS

J. C. BESWICK, Assistant Executive Officer, Commission for Vocational Education;
and Chief, Bureau of Trade and Industrial Education

Vocational education for defense workers, as authorized by Public Law No. 668, Seventy-sixth Congress, which was superseded by Public Law No. 812, Seventy-sixth Congress, has been administered in the State of California under the California Plan of Vocational Education for Defense Training, as authorized under Subdivisions 1, 2, 4 and 5 of Public Law No. 812, and approved by the United States Office of Education and the California State Board of Education. By virtue of the authority vested in the United States Office of Education in co-operation with State Department of Education, the vocational education of defense workers is now being carried on under the provisions of Public Law 146, Seventy-seventh Congress, which supersedes Public Law 812.

The program in California, under the general direction of the State Board of Education through the Commission for Vocational Education, and through the Executive Officer of the Commission and the staff, has been and will be developed and carried out in accordance with the conditions of the appropriations and administrative policies promulgated by the Federal Security Agency and the United States Office of Education.

The California Plan of Vocational Education for Defense Workers provides for the training in two specific fields of operations: (1) for industrial mobilization, and (2) for military mobilization. The Commission for Vocational Education co-operates with the local public schools in developing and maintaining defense training programs to meet the needs for trained workers as indicated by the defense industries and the State Department of Employment, and as approved by the Office of Production Management. Close co-operation between the public schools, defense industries, and labor is carried on through local advisory committees composed of equal representatives from the public schools, industry, and labor. Representatives of co-operating agencies, namely, the National Youth Administration, the Civilian Conservation Corps, the Work Projects Administration, and the California State Department of Employment are consulting members of these advisory committees in order to co-ordinate through each agency, the

selection of trainees, development of necessary classes, and the placement of trained workers in defense industries.

Large numbers of courses are being operated on military reservations, both Army and Navy, throughout the state, in which military personnel are being trained in specific occupations as requested by military authorities.

As a part of the National Defense Training Program, the California Commission for Vocational Education in co-operation with the University of California has developed a teacher-training program for officers at military reservations, both Army and Navy, as well as for the training of craftsmen within industry to become instructors for employed workers within their organizations.

Under the provisions of Public Law 668 and Public Law 812 approximately 208 high schools and junior colleges in 93 public secondary school districts throughout the state provided 5,796 specific defense training courses of less than college grade for 99,401 workers for defense industries and military personnel.

With the increased expansion of industries essential to national defense and the increased military operations in California due to the acceleration of the whole national defense program, it is safe to assume that many more workers and military personnel will be specifically trained under the provisions of Public Law 146 than was possible under the provisions of Public Law 812.

Below are given extracts from Public Law 146 under which appropriations for the training of defense workers were authorized:

- | | |
|---|--------------|
| (1) For cost of vocational courses of less than college grade, including not to exceed \$3,500,000 for rental of additional space..... | \$52,400,000 |
| (2) For purchase or rental of equipment for courses indicated under (1) above | 20,000,000 |
| (3) For the cost of short courses of college grade to meet the shortage of engineers, chemists, physicists, and production supervisors..... | 17,500,000 |
| (4) For the cost of vocational courses of less than college grade and related instruction for rural and nonrural youth..... | 15,000,000 |
| (5) For the cost of vocational courses and related or other necessary instruction for young people employed on National Youth Administration work projects..... | 10,000,000 |
| (6) For administrative expenses of the Office of Education and the office of the Federal Security Administrator..... | 1,222,000 |

In addition to the above amounts, \$54,000,000 has been appropriated under this act for the employment of persons between the ages of seventeen and twenty-four on National Youth Administration work projects. Such projects are set up on the basis of manufacturing articles for city, county, state, and federal government from materials provided by such agencies, and the persons enrolled on the work proj-

ects are paid for production work. They are also given instruction in occupations approved by the Office of Production Management as occupations essential to national defense, under the provisions of Subdivision (1) of Public Law 146. After they have been thus trained, they can be inducted into private employment through the services of the State Department of Employment.

The administration of the funds appropriated under Public Law 146 for defense training is a responsibility of the State Board of Education through the Commission for Vocational Education, in accordance with the standards and provisions of the California Plans for Defense Training, as approved by the State Board of Education and the United States Office of Education. These state plans are worked out in accordance with the policies and procedures developed by the United States Office of Education according to provisions of the federal act, and the State of California has no jurisdiction over such policies and procedures.

In accordance with the administrative policies and procedures established for the national defense training program, a Council of State Administrators has been set up in California, with its membership selected as follows: one person selected and appointed by the Director of the State Department of Employment, R. G. Wagenet; one person selected and appointed by the State Administrator of the National Youth Administration, R. W. Burns; and one person selected and appointed by the Superintendent of Public Instruction and Executive Officer of the State Board of Education and the Executive Officer of the Commission for Vocational Education, Walter F. Dexter.

The Council of State Administrators co-operates with all agencies concerned with the defense training program and co-ordinates the entire program of training.

Following these policies and procedures set up by the United States Office of Education, this Council has organized a State Advisory Committee to advise the Council in all matters relating to training for national defense. The following persons have been appointed as members of this State Committee:

LOUIS GOLDBLATT, Secretary-Treasurer, California State Industrial Union, Congress of Industrial Organizations, San Francisco

PHILIP M. CONNELLY, Secretary, Los Angeles Industrial Union Council, Los Angeles

MATT KOCH, Secretary, Los Angeles Metal Trades Council, Los Angeles

CHARLES FOEHM, Vice-President, Bay City Metal Trades Council, San Francisco

CHARLES H. DAY, Personnel Manager, Todd-California and Richmond Shipbuilding Corporations, Richmond

RANDALL IRWIN, Industrial Relations Director, Lockheed Aircraft Corporation, Burbank

CHARLES J. P. HOEHN, SR., President, Enterprise Foundry Company, San Francisco
J. M. KNAPP, Personnel Director, California Shipbuilding Corporation, Los Angeles
RAY B. WISER, President, California Farm Bureau Federation, Berkeley
GEORGE SEILMEYER, Master, California State Grange, Sacramento

The members of this Committee have been selected under the provisions of Public Law 146 which direct that four members of this State Advisory Committee be selected from organized labor, four from employer groups, and two from agriculture.

The Council of State Administrators is charged with the responsibility of setting up Regional Councils of Administrators for National Defense Training to direct and assume leadership in developing training programs in occupations essential to national defense in the areas for which they have been made responsible. The state has been divided into nineteen areas for this purpose, and nineteen Regional Councils of Administrators have been appointed to co-ordinate, direct, supervise, and assume real leadership in integrating the entire program of national defense training in the area.

The personnel of each Regional Council is made up of one representative selected and appointed by the Director of the State Department of Employment, R. G. Wagenet; one is selected and appointed by the State Administrator of the National Youth Administration, R. W. Burns; and one is selected and appointed by the Superintendent of Public Instruction and Executive Officer of the State Board of Education and Executive Officer of the Commission for Vocational Education, Walter F. Dexter.

Under the provisions of the federal act it would be possible to provide a definite plan for the training of persons now on relief rolls for induction into private employment, such a plan to be worked out by those agencies which are delegated by the Governor of the State of California to undertake this responsibility, in accordance with the provisions and standards of the act.

The administrative set-up provided for the direction of the program under the federal act should be thoroughly understood by those agencies definitely concerned with inducting persons who are now on public relief rolls into training programs to fit them for gainful employment in occupations essential to national defense, or into other occupations in private industry. Courses to be offered are known, in accordance with the provisions of Public Law 146, as pre-employment courses, training for entrance into occupations for national defense, and as supplementary courses provided to guarantee to the relief workers that after they have completed pre-employment courses and have entered employment they may secure, in each center in which such

training programs are provided, supplementary instruction in order to stabilize their jobs, and to enable them to receive assistance and advice from the instructor.

It is definitely recommended that agencies which may be definitely concerned with the training of persons now on relief in a particular area consult the representative of the State Department of Employment. The names of such persons will be furnished at the earliest possible date. In communities where training has not already been organized in occupations essential to national defense, traveling schools, or regional schools may be organized to meet definite needs.

There is also the possibility of paying the mileage expense of trainees who have been selected from relief rolls to transport them from their homes to a training center in order to enable them to enroll in classes to train them in occupations for which they may be employed.

There is adequate federal money to carry on this particular program successfully, and the funds may be expended for the cost of instruction, cost of supervision, cost of guidance, for consumable instructional supplies, for necessary equipment for the training programs, for power, light and heat, and for the rental of buildings necessary to house training programs.

Each Regional Council of Administrators is responsible for the organization of a local Advisory Committee, composed of eight persons, with equal representation of labor and management, to advise the Regional Council on problems relating to the program of training. Such Advisory Committees will be an asset in assisting the Governor in seeing that persons on relief are inducted into efficient training programs so that they may be placed in private employment following completion of their training.

It is recommended that all agencies that may be definitely concerned with persons who are at present on relief rolls be notified that they should consult the Regional Council of Administrators for National Defense Training in their particular areas so that the necessary arrangements may be made for inducting such persons into training programs.

It is believed that every able-bodied person now on relief can be trained at this time at the expense of the United States Government in an occupation essential to national defense. Persons who are physically fit and who are able to profit by the instruction provided in training programs in occupations essential to national defense, or in other occupations, should be enabled to consult persons in their communities, through the Regional Council of Administrators for National Defense Training, and also through the local Advisory Committees, in order to be enrolled for such training.

The entire cost of instruction and of consumable instructional supplies required for defense training programs, and for additional equipment needed to conduct the programs successfully, is borne by the United States Government; and there is no extra cost to the state or to the local districts in which such training is provided. Therefore, there would be no extra cost to the local school districts, nor no extra burden to such districts or to the state in providing training for persons who may now be on relief rolls so that they may be inducted into private industry after completing definite training in occupations essential to national defense, at a good wage, taking them off the relief rolls and turning them into an economic and social asset to the state.

The contribution to this program made by the local school districts of the state is such funds as may be appropriated by the local board of education and the co-operation and the sympathy of the local school administrators in assisting to meet the particular problem of organized training for relief workers.

The contribution made by the state is the allowance to the school districts on the basis of average daily attendance for approved defense classes, to assist in financing the program in providing such items as may not be provided from the federal moneys.

A summary of the enrollment in the schools and classes that have been maintaining national defense training follows. This will be of value to those who are delegated by the Governor with the responsibility of meeting this particular problem of providing training for persons now on relief rolls to make them employable in defense industries.

SUMMARY OF ENROLLMENT

Net enrollment in supplementary courses, July 31, 1941 -----	22,301
Net enrollment in pre-employment courses, July 31, 1941 -----	12,804
 Total net enrollment, July 31, 1941 -----	 35,105
Cumulative enrollment in supplementary courses from June 30, 1940, through July 31, 1941 ---	71,056
Cumulative enrollment in pre-employment courses from June 30, 1940, through July 31, 1941 ---	47,864
 Total cumulative enrollment, July 31, 1941 -----	 118,920

DEPARTMENTAL COMMUNICATIONS_____

DIVISION OF TEXTBOOKS AND PUBLICATIONS

IVAN R. WATERMAN, Chief

HIGH SCHOOL TEXTBOOKS

The following high school textbooks have been listed subsequent to the publication in July, 1941, of the official state *List of High School Textbooks*. Price changes and revised editions of books already listed are not included here.

AGRICULTURE

Animal Husbandry

		Prices	
		New	Exchange
Smith, <i>Elements of Livestock Judging</i> (1941) -----	Lippincott	\$1.92	---
Yapp & Nevens, <i>Dairy Cattle</i> , Third Edition (1941) -----	Wiley	2.00	---

Farm Mechanics

Wright, <i>Electricity in the Home and on the Farm</i> (1941) -----	Wiley	2.20	---
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Horticulture

Peairs, <i>Insect Pests of Farm, Garden, and Orchard</i> (1941) ---	Wiley	3.20	---
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BUSINESS SUBJECTS

Business Training

Jones & Others, <i>Functions of Business</i> (1941) -----	Gregg	1.44	\$1.35
---	-------	------	--------

Secretarial and Office Practice

Gregg, <i>Applied Secretarial Practice</i> , Second Edition (1941) --	Gregg	1.44	1.35
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Stenography

Gregg, <i>Gregg Speed Building</i> , College Course (1941) -----	Gregg	1.28	1.20
Gregg, <i>Gregg Speed Studies</i> , Third Edition (1941) -----	Gregg	1.20	1.13

ENGLISH

Composition, Grammar, and Rhetoric

Braun, <i>Laugh and Learn Grammar</i> (1941) -----	Wagner	1.00	---
Tanner & Platt, <i>My English</i> (1941) -----	Ginn		
Book Three -----		.96	.90
Book Four -----		.96	.90
Tressler & Shelmadine, <i>Junior English in Action</i> (1941) -----	Heath		
Book Two, Third Edition -----		.86	.81
Book Three, Third Edition -----		.93	.87

FRENCH

		New	Prices Exchange
Dondo, <i>Modern French Course</i> , Revised Edition (1941)-----	Heath	\$1.54	\$1.44

HOMEMAKING

Clothing and Textiles

Craig & Rush, <i>Clothes With Character</i> (1941)-----	Little	1.12	1.05
---	--------	------	------

Food and Cookery

Harris & Henderson, <i>Let's Study Foods</i> (1941)-----	Little	1.34	1.26
--	--------	------	------

Household Problems

Justin & Rust, <i>Home and Family Living</i> (1941)-----	Lippincott	1.60	---
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ITALIAN

Russo, <i>Second Year Italian</i> (1941)-----	Heath	1.57	1.47
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MATHEMATICS

Algebra

Mergendahl & Walters, <i>Intermediate Algebra</i> (1941)-----	Appleton	1.18	1.11
---	----------	------	------

Vocational Mathematics

Slade & Margolis, <i>Essentials of Shop Mathematics</i> (1941)----	Wiley	1.20	---
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SCIENCE

Biology

Downing & McAtee, <i>Living Things and You</i> (1941)-----	Lyons	1.57	1.47
--	-------	------	------

Hunter, <i>Life Science</i> (1941)-----	American	1.67	1.56
---	----------	------	------

Hunter, Walter & Hunter, <i>Biology: The Story of Living Things</i> (1937)-----	American	3.00	---
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SOCIAL STUDIES

Civics, Citizenship, and Civic Problems

Edmonson & Dondineau, <i>Civics in American Life</i> (1941)---	Macmillan	1.38	1.29
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Consumer Education

Jacobson, <i>Our Interests as Consumers</i> (1941)-----	Harper	1.18	1.11
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Geography—General

McConnell, <i>The United States in the Modern World</i> (1939)---	Rand	1.22	1.14
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History—Latin American

Webster & Hussey, <i>History of Latin America</i> , 3d Ed. (1941)---	Heath	1.31	1.23
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SPANISH

Brady, <i>Pan American Spanish</i> (1941)-----	Appleton	1.88	1.76
--	----------	------	------

DeVitis, <i>New Spanish Grammar</i> (1941)-----	Allyn	1.20	1.13
---	-------	------	------

Hills & Ford, <i>First Spanish Course</i> , Third Edition (1941)---	Heath	1.25	1.17
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Marden & Tarr, <i>A First Spanish Grammar</i> (1926)-----	Ginn	1.40	1.31
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DIVISION OF RESEARCH AND STATISTICS

WALTER E. MORGAN, Assistant Superintendent of Schools; and
Chief, Division of Research and Statistics

CORRECTION IN DIRECTORY OF SUPERINTENDENTS

According to information received subsequent to the publication of the *Directory of California Superintendents of Schools, October, 1941*, Harold Cook is acting district superintendent of the North Sacramento Elementary School District in place of Mrs. Maud M. Fithian, who is on leave of absence from the position.

INTERPRETATIONS OF SCHOOL LAW_____

ALFRED E. LENTZ, Administrative Adviser

[The following items are merely digests, and while care is taken to state accurately the purport of the decisions and opinions, they have the limitations inherent in all digests. The reader is therefore urged to consult the complete text of a decision or opinion before taking any action based thereon.

It should be noted that following a decision, a hearing or rehearing of the case may result in setting aside the original decision. Consequently, before relying thereon, the status of each decision should be checked.]

ATTORNEY GENERAL'S OPINIONS

Validation of School District Contracts

Chapter 94, Statutes of 1941 (Senate Bill 1303), validating a contract entered into by the governing board of a school district in violation of School Code sections 6.30 et seq., relating to the letting of contracts by governing boards of school districts, contravenes section 31 of Article IV of the California Constitution because it authorizes a gift of public funds. (AGO NS3508, June 2, 1941)

Assumption of Bonded Indebtedness on Merger or Annexation of Territory

Notwithstanding School Code sections 2.70, 2.71, and 2.72, when territory becomes a part of a school district having an outstanding bonded indebtedness and the annexation or merger is due, at least in part, to affirmative action taken by residents of the annexed territory as required by law, section 18 of Article XI of the California Constitution prohibits such territory from becoming liable for any of such bonded indebtedness unless such liability is specifically authorized by a vote of two-thirds of the electors of the territory voting at an election called for that purpose. However, if the merger or annexation results from action by boards not connected with the territory annexed and without any action by the inhabitants of such territory, the territory annexed may be required to pay a share of the outstanding bonded indebtedness as required by law (citing *People v. Hanford High School District*, 148 Cal. 705; *People v. San Bernardino High School District*, 62 Cal. App. 67, and AGO 10305, NS1644 and NS1846).

Thus where territory is added to a school district under School Code section 2.112, such territory is not liable for the outstanding bonded indebtedness of the district since no election was held for the purpose of authorizing the assumption of such indebtedness.

Where territory becomes part of a city school district under School Code section 2.110 by reason of the annexation of such territory to the city, the territory is liable for its proportion of the outstanding bonded indebtedness of the city school district; and the city school district becomes liable for the bonded indebtedness of the district from which the territory was taken to the extent fixed by School Code section 2.72.

When the territory of a lapsed school district is attached to another school district or districts, under School Code section 2.174, the latter school district as thus enlarged is liable for the bonded indebtedness of the lapsed school district. (AGO NS3527, May 22, 1941)

Salary of County Superintendent of Schools

Where a salary ordinance adopted by a county board of supervisors under section 5 of Article XI of the California Constitution fixes the salary of the county superintendent of schools but does not include such officer among those required to pay into the county treasury all fees and commissions received, the county superintendent of schools is entitled to the allowance provided by School Code sections 2.1271 and 2.1372 as secretary of the county board of education. (Citing cases.) (AGO 3511, May 16, 1941)

Authorization of Junior High School Certificate

The holder of a Junior High School Certificate issued under School Code section 5.162 may lawfully be employed to teach in the ninth grade of a four-year high school, and may teach such senior class (twelfth-grade) pupils as may enroll in the ninth-grade class. (AGO NS3588, June 16, 1941)

State College Health Fees

Neither School Code section 5.21 nor any other provision of law authorizes the imposition of a fee on any student of a state college for the purpose of providing funds for carrying on a health program. (AGO NS3495, May 7, 1941)

Constitutionality of Law Permitting Pupils' Absence from School for Religious Instruction

Senate Bill 542, as amended April 11, 1941, authorizing the governing board of a school district to permit, under certain conditions, the absence of pupils from school for the purpose of receiving religious instruction is not unconstitutional and is not violative of section 30 of Article IV and section 8 of Article IX of the California Constitution. Opinion 4941, in so far as it is inconsistent with this opinion, is overruled. (AGO NS3450, April 21, 1941)

NOTE: Senate Bill 542 (1941) was not enacted into law.

Issuance of Callable Bonds by School Districts

The governing board of a school district under School Code sections 4.960 *et seq.* may, in providing for the issuance of bonds for a specific period, provide that such bonds may be called or redeemed at a time prior to maturity. (AGO NS3474, May 3, 1941)

Application of Small Loan Act

The Small Loan Act (Deering Act 7700) is not applicable to loans made from or by a student loan fund administered by a nonprofit educational institution to students of such institution. (AGO NS2676, June 17, 1940)

Duties of Secretary and Executive Officer of State Board of Education in Connection With the Printing of State Textbooks

The Superintendent of Public Instruction (as secretary and executive officer of the State Board of Education) has the implied duty of acting as the representative of the State Board of Education in supervising the mechanical work connected with the printing of state textbooks (School Code section 6.280) and in approving items of the cost of printing such textbooks as submitted by the Superintendent of State Printing (School Code section 6.263) subject to the directions of the Board.

The resolution of the State Board of Education of October 2, 1931 authorizing the secretary and executive officer of the State Board of Education to take certain action relating to the printing of textbooks for the printing and publishing of which the Board "has entered into an agreement" and relating to the payment of claims in connection therewith and validating his prior acts referred only to agreements entered into prior to the adoption of the resolution.

The secretary and executive officer of the State Board of Education is required to carry out all lawful orders of the State Board of Education relative to a textbook contract not made in violation of such contract. As to any order of the Board not in conformity with law and the legal requirements of the contract, the officer would act on such orders at his peril.

In the absence of any expression on the part of the State Board of Education, the Superintendent of Public Instruction (as secretary and executive officer of the Board), has the power and the duty to perform all things necessary to carry into execution a contract for textbooks signed by the Board (citing School Code section 2.1375 and AGO NS2619).

This opinion does not apply to the contract involved in *Fletcher v. Dexter, et al.*, San Diego County Superior Court, No. 102521. (AGO NS3445, April 23, 1941)

Courses of Study and Supplementary Textbooks in Other Than City School Districts

Courses of study adopted by a county board of education must comply with the minimum standards adopted by the State Board of Education on recommendation of the State Curriculum Commission.

A county board of education has the authority to prescribe the supplementary textbooks which a school district, other than a city school district, may use; and the county board of education may determine as a part of the adopted course of study which of the supplementary books shall be used to supplement the uniform series of textbooks adopted and furnished by the State Board of Education (citing School Code sections 3.680, 3.681, 3.692, 3.770, 3.772, 6.253, and 6.310).

The duty of enforcing the uniform use of the uniform series of elementary textbooks provided by the State Board of Education lies with the State Board of Education, and each County Superintendent of Schools is required to enforce the course of study and to enforce the use of state textbooks (citing School Code sections 6.300, 6.304, 6.305, 6.307, 2.1204, and 2.1205).

The governing board of a school district is required by School Code sections 3.690 and 6.251 to enforce the course of study and the use of textbooks prescribed by the proper authority subject to the first paragraph hereof. The State Department of Education is not authorized to adopt a course of study for elementary schools.

The supplementary textbooks referred to in School Code section 6.306 are those books approved for purchase by the county board of education that may be used by the governing board of a school district only in connection with the course of study approved by the county board of education.

The penalties prescribed by School Code sections 6.305 and 6.307 pertain only to the failure to use the uniform series of textbooks adopted by the State Board of Education.

Principals and teachers are not authorized to prepare or adopt courses of study or to choose supplementary textbooks. These powers are vested in the county board of education. (AGO NS3593, June 25, 1941)

FOR YOUR INFORMATION_____

STATE BOARD OF EDUCATION ACTIONS

The following actions were taken by the California State Board of Education at its meeting in Santa Barbara on October 17 and 18, 1941.

Regulations Governing Pupil Transportation. The Board adopted the following changes in its regulations governing pupil transportation:

1. The following was added as subdivision 2 of Section XI:
 2. Passenger automobiles of all steel construction and of factory run, carrying less than ten passengers and equipped with an approved first aid kit, fire extinguisher, fog lights, and skid chains shall be permitted for the use of transporting pupils. Such automobiles shall be painted chrome yellow. The name of the district and the number of the unit shall be painted in black letters, of approved height, on both sides of the automobile. This regulation shall not apply to cars of the sedan and/or coupe type.
2. Subdivision 29 of Section XI was amended to read as follows:
 29. Jump seats weighing not over three pounds each may be permitted on school buses provided permission is granted by the State Department of Education where it is agreed by the school district that such jump seats will be used for a distance of not to exceed five miles at the school end of any bus run and provided such seats will not be used for any pupils below the sixth grade.

Co-ordination of the Federal Agencies and the Public Schools. Section 2.1428 of the School Code, passed by the 1941 legislature, reads:

The Superintendent of Public Instruction may enter into an agreement with the Government of the United States or any agency thereof relative to the establishment of courses of study in aeronautics in the junior colleges, State colleges and technical schools of the public school system.

The State Superintendent of Public Instruction is hereby authorized, with the approval of the State Board of Education, to establish rules and regulations governing agreements affecting courses of study in the schools of the public school system or co-operative arrangements entered into between any agency, officer or employee of any part of the public school system and the Government of the United States or any agency thereof; provided, however, that the Government of the United States may not be empowered to establish or conduct separate or competing schools.

Under the authority of School Code section 2.1428, the following rules and regulations were established by the Superintendent of Public Instruction and were approved by the State Board of Education at its

meeting in Santa Barbara on October 17 and 18, 1941, to become effective immediately.

1. The State Department of Education shall notify the various federal agencies of the provisions of Section 2.1428 of the School Code and request that each agency submit to the State Department of Education a statement of the policies under which it operates, a description of its program, and contemplated developments. The request shall emphasize the necessity of prompt notification to the State Department of Education of changes in policy or program.
2. A member of the State Department of Education shall be assigned to act as a liaison officer between the Department and each of the federal agencies. This officer shall familiarize himself with policies, program, and proposed developments of the agency. He shall take special note of questions of jurisdiction or function, so that there may be no violation of law and no assumption by the schools or by the federal agency of functions recognized as belonging to the other.
3. When questions arise concerning legal authorization for the general operation of the agency or for one or more phases of its program, the question shall be referred by the Superintendent of Public Instruction to the proper sources for clarification.
When questions arise concerning the function of the school and the function of the agency, or concerning the co-operative relationship of the agency and the school, they shall be referred to a committee composed of a representative or representatives of the agency, of the State Department of Education, and of the public school administrators for consideration and recommendation. The representative or representatives of the federal agency shall be named by the chief state administrator of the agency, the representative or representatives of the State Department of Education by the Superintendent of Public Instruction, and the representative or representatives of public school administrators by the president of the Association of California Public School Superintendents.
4. When necessary or advisable, a contract or agreement shall be drawn between the federal agency and the State Department of Education governing the relation between the federal agency and the public schools.
5. A committee, the membership of which is drawn at the discretion of the Superintendent of Public Instruction from the personnel of the State Department of Education and the administrators of the public schools, shall be organized, the functions of which shall be to hear the reports of the members of the State Department of Education assigned to work with the several agencies, to hear reports of special committees formed to consider questions of jurisdiction, to become thoroughly acquainted with the programs of the several federal agencies as they relate to the public schools, and to make recommendations concerning policies.

Because each of these federal agencies operates under specific directions and instructions from Washington, and because new directions and instructions are issued from time to time, it is anticipated that experience gained in the immediate future may make a revision of these regulations necessary.

Repeal of Resolution on Teachers Organizations. The resolution¹ adopted by the Board on July 12, 1941, prohibiting solicitation or the collection of dues in the public schools for statewide and teachers organizations, was repealed.

¹ *California Schools*, XII, (September, 1941), 193.

Organizations Approved for School Membership. In accordance with School Code section 2.1520, the Board approved the following organizations for which membership for schools may be paid from the school district funds, effective for the school year 1941-1942:

PACIFIC COAST ASSOCIATION OF COLLEGIATE REGISTRARS. Guy A. West, Secretary; Registrar, Chico State College, Chico, California.

CALIFORNIA SCHOLARSHIP FEDERATION, INC. Lens Morrill, Secretary, Mission High School, San Francisco, California.

Approval of Appointments to State Curriculum Commission. The Board approved the appointment by Walter F. Dexter, Superintendent of Public Instruction, of five new members to the State Curriculum Commission:

EVERETT CALVERT, Principal, George Washington Elementary School, Pasadena, to succeed Ellen R. Breen, Elementary School Principal, San Diego, for a term expiring on August 29, 1945.

JAY D. CONNER, Assistant Superintendent of Schools, San Diego, to succeed Madilene Veverka, Los Angeles, for a term expiring on August 29, 1943.

DOROTHY VAN NOY HARSIN, Assistant Supervisor, Personnel Division, Los Angeles City Schools, Los Angeles, to succeed John A. Sexson, City Superintendent of Schools, Pasadena, for a term expiring on August 29, 1943.

M. G. JONES, Principal and District Superintendent, Huntington Beach Union High School, Huntington Beach, to succeed George C. Jensen, Sacramento, for a term expiring on August 29, 1943.

PETER SPENCER, Professor of Education, Claremont Colleges, to succeed Marvin L. Darsie (deceased), University of California, Los Angeles, for a term expiring on August 29, 1944.

Revocation of Credential. On the basis of recommendation from the San Joaquin County Board of Education, the Board suspended the life diploma held by Mrs. Generose Rond for a six-months period beginning November 1, 1941, the suspension to be effective unless the holder of the life diploma resigns from her position before the date mentioned.

INFORMATION ON PRIORITY RATING ON SCHOOL MATERIALS, SUPPLIES, AND EQUIPMENT

The following communication containing information on priority ratings for school materials, supplies, and equipment has just been received from John W. Studebaker, United States Commissioner of Education.

To aid school and college officers whose purchase orders for materials, supplies and equipment will not be honored without some priority rating, the following statements are made.

1. The Office of Education is not authorized to pass upon questions of priorities except as called upon by the Priorities Division of

the Office of Production Management. The orders described below and the necessary accompanying forms, when wanted, should be secured from the Division of Information, Office for Emergency Management, Washington, D. C., or from one of the Priority Field Service Offices set up by the Office of Production Management throughout the United States.

2. Three Preference Rating Orders have been issued dealing with:
 - (a) *School Busses*. This is Limited Purchase Rating Order, No. P-54.
 - (b) *Research Laboratory Supplies and Equipment*. This is Preference Rating Order, No. P-43.
 - (c) *Repairs for the Property and Equipment of Schools and Colleges*. This is Preference Rating Order, No. P-22.
3. *New school and college buildings, additions to school and college buildings, and the necessary equipment for these structures* are handled by the Project Rating Section of the Division of Priorities of the Office of Production Management under regulations set forth in Project Rating Order No. P-19. No preference rating is assured for these projects, but each one is considered on its merits and is granted such a preference rating, if any, as seems to be justified by the conditions surrounding the proposed building.
4. *Supplies needed for instruction* in schools and colleges do not come under any order yet released. Negotiations are, however, far advanced for obtaining a special blanket priority arrangement under which ordinary school supplies may be purchased on a relatively low Preference Rating while supplies needed for scientific and technical laboratories may be purchased on a higher Preference Rating. While it is hoped that these regulations may shortly be issued, no assurance can yet be given that such a plan will be adopted. If adopted, it is expected that the plan will cover the equipment and supplies needed in defense training courses supported by Federal funds and administered through the United States Office of Education. Wide notice will be given to the new blanket rating plan if and when adopted.
5. When the four orders indicated above are in full operation there will still be a good many pieces of special educational equipment not covered by any of the orders and there will also be a number of types of purchases which are imperative but which can not be consummated with the preference rating number given to them. The Office of Education will do what it can to assist schools and colleges with such purchases.

REPORT OF COMMITTEE ON CHILD SAFETY EDUCATION

The following report was issued by the Committee on Child Safety Education of the Emergency Safety Conference, called by the National Safety Conference in New York City, September 9, 1941.

GENERAL PRINCIPLES

Only four diseases kill more than accidents. In the three to twenty-four age group accidents kill more than any disease. This is direct evidence that educators, representing as they do the organized agency through which children and youth can be reached most effectively, can and should make a definite contribution to the National Emergency Safety Campaign.

The committee recommends:

1. That school administrators be urged to assume the primary responsibility for safety education in schools and colleges.
2. That school administrators and boards of education be urged to provide leadership, school time and financial support for safety education in elementary schools, secondary schools and colleges.
3. That school patrons and the general public be urged to support the expenditure of school time and public funds on safety education, including expenditures for leadership in this field by the United States Office of Education.
4. That school administrators be urged to make the supervision of safety education the direct responsibility of a trained and competent personnel.
5. That school administrators be urged to provide in-service training facilities for teachers and that teacher training institutions be urged to provide pre-service training facilities.
6. That school administrators be urged to utilize the Presidential Proclamation, the relation of the accident problem to the national emergency, statistics showing the characteristics and trends of the accident problem, and other data to motivate existing and promote new safety education programs.
7. That school administrators be urged to utilize the resources of non-school agencies, both public and private, in the development of the safety education program.
8. That recognized local safety leaders be urged to call together representatives of all agencies interested in child safety to attack specific local accident problems.
9. That all national and state educational and related organizations be urged to utilize the established channels through which they reach their own members—such as convention programs, magazines, bulletins, radio programs, etc.—to carry this program forward.
10. That all national and state education and related associations be urged to co-operate with the National Safety Council in the development of the Emergency Safety Campaign.
11. That in addition to maintaining their established safety education programs all national, state and local agencies interested in safety education be urged to give particular attention to problems produced or intensified by the emergency.

SELECTED EMERGENCY PROBLEMS

In the judgment of the committee, the following problems now merit special emphasis:

1. Safety programs for vocational and agricultural schools should be expanded. Wherever possible the successful programs of industry should be used as patterns.
2. Safety instructional and activity programs should be intensified. The 17 per cent increase in the traffic death rate during the first six months of 1941 emphasizes the need for more: driver training, pedestrian safety instruction, bicycle safety instruction.
3. Communities which have mushroomed around defense industries and military camps should be surveyed to determine special needs of pupils in relation to (a) overcrowded school rooms; (b) overloaded school buses; (c) increased vehicular and pedestrian traffic; (d) inadequate school and community recreational facilities.
4. Frequent and careful inspections of school buildings should be made to prevent damage from progressing to the point where it will be beyond repair. Minute repairs should be taken care of immediately. Where equipment is damaged or worn beyond repair, and can not be replaced because of priority, the equipment should be discarded rather than used in a hazardous condition.
5. Efforts to safeguard all children being transported to school by bus should be intensified. It is essential that vehicles be kept in good mechanical condition at all times; new drivers be selected carefully and given specific training; operating schedules and practices be reviewed and, if necessary, revised in the light of changing traffic conditions.
6. Community play space should be increased and trained supervisors provided for all school and community playgrounds.
7. Traffic protection for children should be strengthened through the assignment of adults to traffic control, the expansion of standard school safety patrols and by other means.
8. The school, realizing that the emergency has thrown new responsibilities for homemaking on the youthful members of the family, should provide increased safety training in homemaking, consumer education in safety and related subjects.
9. Health education programs in schools should be strengthened in order to assist children to meet emergencies successfully. Complete physical examinations should be given prior to enrollment for school and repeated at the junior and senior high school levels. Remedial defects should be corrected promptly following each examination.

WARNING AGAINST HANDLING RODENTS

An appeal to parents and teachers to warn children against the danger of exposing themselves to serious disease by handling ground squirrels and other wild rodents is issued by Dr. Bertram P. Brown, Director, State Department of Public Health.

Bubonic plague, Rocky Mountain spotted fever, relapsing fever, and tularemia are carried by rodents. These diseases are transmitted to human beings through the bite of blood-sucking insects and by handling sick or dead animals.

In areas infected by disease children have taken ground squirrels from traps set by the field crews of the State Department of Public Health. Fleas from these animals were found to be infected with bubonic plague. Children should be instructed not to touch ground

squirrels and other wild rodents caught in traps and not to catch wild animals and attempt to tame them for pets.

VETERANS OF FOREIGN WARS ESSAY CONTEST

High school students in California are offered the opportunity to win cash prizes totaling two thousand dollars with one thousand dollars as first award, in the 1941-42 nation-wide essay contest being conducted by the Ladies Auxiliary to the Veterans of Foreign Wars of the United States. The theme of the essay is "Unity for Victory." It must not be less than 500 words or more than 1,000 words in length. Boys and girls regularly enrolled in any public, private, or parochial junior or senior high school are eligible to compete.

Medals will be awarded to local and state winners. The essay that wins first prize in the state will be forwarded to the National Contest Committee to compete for the two thousand dollars in cash awards being offered by the national organization.

GENERAL YOUTH PROBLEMS SUBJECT OF PUBLICATION SERIES

The needs of young people in the period after the emergency are outlined in the general report of the American Youth Commission on Education now in preparation for publication. Tentatively titled *Youth and the Future*, the report is based on six years of study of problems incident to the care and education of 22,000,000 American youths.

The general report climaxes a series of publications containing the results of investigation in the areas of education, employment, occupational adjustment, vocational guidance, recreation, health; and such specialized areas as rural youth and youth of minority status groups.

The publications that have already been issued and are available on order are the following:

WRENN, C. GILBERT, and HARLEY, D. L. *Time on Their Hands: A Study of Leisure, Recreation, and Young People*. Washington: American Council on Education, 1941. Cloth, illustrated. Pp. 266. Price \$2.00.

HOLLAND, KENNETH. *Work Camps for College Students*. Washington: American Council on Education, 1941. Paper, illustrated. Pp. 27. Price \$0.25.

ATWOOD, J. HOWELL; WYATT, DONALD W.; DAVIS, VINCENT J.; and WALKER, IRA D. *Thus be Their Destiny: the Personality Development of Negro Youth in Three Communities*. Washington: American Council on Education, 1941. Paper. Pp. 96. Price \$0.75.

CALENDAR OF EDUCATIONAL MEETINGS

During 1941-42 a calendar of educational meetings and conferences will be published from time to time in *California Schools*. In some cases, events may be mentioned before the place of meetings has

been decided, but complete information will be given in subsequent issues. The following schedule of events is a list of certain of the meetings and conferences which take place during the school year 1941-42:

<i>Date</i>	<i>Organization</i>	<i>Place</i>
Nov. 6	Central California Junior College Association Meeting	Reedley
Nov. 8	Central Section, Classical Association of the Pacific States	Stockton
Nov. 15, 16	School Library Association of California	College of Pacific Fresno
Nov. 21, 22	Eighteenth Annual Study Conference of the California Association for Childhood Education	California Hotel Long Beach
Feb. 21-26	Seventy-second Annual Meeting, American Association of School Administrators	San Francisco
Feb. 26-28	Annual Meeting, American Association of Junior Colleges	Los Angeles

RESOLUTIONS OF CALIFORNIA SCHOOL SUPERINTENDENTS

The following resolutions were adopted by the Association of Public School Superintendents at Santa Cruz on October 8, 1941.

WHEREAS, The American Association of School Administrators has named San Francisco as the convention city for its annual meeting in 1942, and

WHEREAS, This is the first time in seventy years that such an annual meeting has been held on the Pacific Coast, and

WHEREAS, This may be partly due to efforts of this Association; now, therefore, be it

Resolved, That we, the members of the California Association of Public School Superintendents, do hereby express our appreciation to the Executive Committee of the American Association of School Administrators for its decision to hold its meeting in San Francisco in February of 1942, and be it further

Resolved, That the Secretary of this Association be instructed to send a copy of this Resolution of Appreciation to said Executive Committee.

WHEREAS, The convention of the American Association of School Administrators will be held in San Francisco in February, 1942, and

WHEREAS, These meetings will be of inestimable value to teachers and administrators of the Schools of California; therefore be it

Resolved, That the Association of California Public School Superintendents, the various governing boards of the schools of California, school administrators and teachers support the American Association of School Administrators by appropriate memberships and attend all or part of the meetings of its convention.

WHEREAS, There is imminent danger of our becoming involved in an actual declared or "shooting" war, and

WHEREAS, In time of war the democratic form of government in any country is usually endangered, and

WHEREAS, The public schools are the most important single agency for the perpetuation of the American democratic way of life; therefore, be it

Resolved, That this Association urge that the public schools of California make every possible effort to see that democratic ideals, loyalties, and knowledge be inculcated in the youth of the State to the end that our democratic way of life may be perpetuated and improved.

WHEREAS, The public schools are being asked to contribute as fully as possible to the national defense effort; now, therefore, be it

Resolved, That this Association urge all public schools of the State to co-operate and assist in every way possible the national defense program.

WHEREAS, Priorities have been set up only for certain defense training classes, and

WHEREAS, Great difficulty exists at present in purchasing supplies for many regular instructional classes including vocational classes with great national defense value; therefore, be it

Resolved, That the State Department of Education be requested to study the needs and take appropriate steps to secure additional priorities for the schools.

WHEREAS, There will no doubt be a long period of reconstruction after the present emergency is over, and

WHEREAS, We believe it is for the best interests of this state and the nation, both now and in the future, to have a well educated citizenry that will be able to cope with the tremendous problems to be faced; therefore, be it

Resolved, By this Association that pupils be encouraged to remain in school as long as seems to be to the best interest of the individual and society, not only now but in the future as well.

WHEREAS, The administration of public education has always operated as a state function in the United States of America, and

WHEREAS, The preservation of democracy requires that the educational program be adapted to local needs, be administered by local communities, and be free of central control, and

WHEREAS, The present national emergency has made necessary an extension of educational services and an increase in federal support, and

WHEREAS, Certain federal agencies are assuming educational and quasi-educational functions in the state; therefore, be it

Resolved, That this Association urge that the administration of public education continue to be a state function; that federal funds appropriated for educational purposes be allocated to the State Department of Education through the United States Office of Education without federal regulation concerning the expenditure of these funds; that these federal funds be administered through existing state educational agencies, and be it further

Resolved, That any federal agency before dealing with the schools of this state or before carrying on any educational or quasi-educational functions be required to confer with the State Department of Education, state its method of procedure, and receive approval thereof.

WHEREAS, Certain youth are leaving the schools of our state because of the present emergency to serve in industry and in the armed forces of the nation; therefore, be it

Resolved, That every opportunity be afforded these youth to return to school as soon as possible in order that the present generation of youth be not called upon to sacrifice its future welfare any more than may be absolutely necessary.

WHEREAS, Cities and districts in certain defense areas are called upon to provide for tremendous school population increases due to the influx of national defense workers or army personnel without any commensurate increase in assessed valuation; and

WHEREAS, In certain agricultural areas the federal government has built large labor camps housing many children, thereby creating school problems too large for small local districts and counties to cope with; therefore, be it

Resolved, That federal funds be provided to such areas in sums sufficient to provide buildings, equipment, and instruction for the increases in school enrollment due to the national defense effort.

WHEREAS, We believe in the fundamental democratic right of freedom of thought and speech; therefore, be it

Resolved, That this Association express its disapproval of any federal or state act that places restrictions upon the exercise of any of the rights of citizenship by public employees.

WHEREAS, Citizens with certain types of training are necessary both in times of peace and in times of war; therefore, be it

Resolved, That youth in the schools or colleges of the state training for occupations or professions essential to national defense be allowed and encouraged to remain in school or college until they have completed their training, and be it further

Resolved, That a copy of the nine preceding resolutions be sent to the President of the United States, to the United States Office of Education, and to the California representatives in the Congress of the United States.

WHEREAS, The teacher tenure problem is being studied by other interested organizations in the state; therefore, be it

Resolved, That the President of this Association appoint a committee to co-operate with the California School Trustees' Association, the California Teachers Association, and other interested groups in the study of this problem.

WHEREAS, There has been some controversy concerning the adoption of state textbooks; therefore, be it

Resolved, That the President of this Association appoint a special committee to study the problem and co-operate with the State Board of Education, the State Superintendent of Public Instruction, and the curriculum commission in an effort to terminate the controversy to the end that the schools of the state may be furnished necessary textbooks.

WHEREAS, The State Department of Education, the Chief of the Bureau of Trade and Industrial Education, and many schools of the state and their governing boards are meeting the demands of the national emergency for defense training classes in an excellent manner; therefore, be it

Resolved, That these state and local school officials be commended for their interest and efforts in meeting this important national emergency training need, and be it further

Resolved, That this Association express its confidence in their ability to continue their efforts as the defense training demands increase.

WHEREAS, It has been proposed that the number of units in the field of art, music, physical education and health required for the preparation of kindergarten, primary and general elementary teachers be reduced from eight to six; therefore, be it

Resolved, That this Association recommend that no reduction be made in the unit requirements in these subjects for teacher certification in the elementary field.

WHEREAS, The constitutionality of School Code section 1.92 has been questioned by opinion NS3377 of the Attorney General; therefore, be it

Resolved, That the governing boards of public school districts should not provide transportation for pupils of private schools until the constitutionality of the law has been determined.

WHEREAS, Dr. Elwood P. Cubberley for nearly a half century exercised leadership of California education and during that time endeared himself to everyone connected with school work, and

WHEREAS, His influence has been felt not only through this state but in all of the nation; therefore, be it

Resolved, That in his passing the members of this Association have lost a true friend, a wise counselor, and a dynamic leader.

WHEREAS, The work of the State Department of Education in these perilous times is unusually burdensome, and

WHEREAS, This work has been so well performed; therefore, be it

Resolved, That the State Superintendent of Public Instruction, Walter F. Dexter, and his associates, be commended for their excellent professional leadership during the past year.

WHEREAS, The President of this Association has served it faithfully and well for the past year; therefore, be it

Resolved, That the President of the Association of California School Superintendents, Frank Wright, be commended for his fine work and the excellent leadership which he has provided to the Association.

WHEREAS, Everything possible seems to have been done for the comfort, pleasure, and inspiration of the members of the Association of California Public School Superintendents meeting in Santa Cruz, and

WHEREAS, The sessions and conferences have been most inspirational and helpful to the school superintendents and other school administrators of the State of California; therefore, be it

Resolved, That the Association of California Public School Superintendents does hereby express its appreciation to Dr. Walter F. Dexter, Superintendent of Public Instruction, to Dr. Aubrey A. Douglass, and the other members of the State Department of Education; to Homer Cornick, Superintendent of Schools of Santa Cruz and to his assistants and helpers; to Mrs. Janie Stocking, County Superintendent of Schools of Santa Cruz; to the convention bureau of the Chamber of Commerce; to the Manager of the Civic Auditorium and his assistants; to the management of the Casa Del Rey; and to all others who have so ably assisted in the arrangements for this splendid conference.

WHEREAS, We believe it to be the obligation of every public official and every citizen of this state to safeguard the welfare and interests of its children and their schools; therefore, be it

Resolved, That copies of these resolutions be sent to the Governor of the State of California, to the members of the State Board of Education, to the members of the educational profession, and to the public generally.

Respectfully submitted,

THOMAS L. NELSON, *Chairman*
ELEANOR K. BANDY
BUEL F. ENYEART
THEODORE R. NICKEL
ROBERT E. CRALLE

ROBERT R. HARTZELL
JOHN H. WALDRON
JOHN R. CROAD
JOHN H. NAPIER

PROFESSIONAL LITERATURE

CURRENT PUBLICATIONS RECEIVED

- ABELE, JOHN F. *Care of the Spastic Paralytic Child in the Home: A Handbook for Parents*. Social Securities Program of Iowa. Orthopedic Mobile Clinics, Serial A, No. 1. Iowa City, Iowa, 1938.
- ALDRICH, ELLA V. *Using Books and Libraries*. New York: Prentice-Hall, Inc., 1940.
- BADGER, HENRY G., and OTHERS. *Statistics of Higher Education, 1937-1938*. (Abridged)—*Parts I, II, and III*. United States Office of Education Bulletin 1940, No. 2, Chapter IV. Biennial Survey of Education of the United States, 1936-38. Washington: Federal Security Agency, 1941.
- BETZNER, JEAN, and MOORE, ANNIE E. *Every Child and Books*. Indianapolis, Ind.: The Bobbs-Merrill Co., 1940.
- BROWN, JUNIUS FLAGG. *The Psychodynamics of Abnormal Behavior*. New York: McGraw-Hill Book Co., Inc., 1940.
- CALIVER, AMBROSE. *Supervision of the Education of Negroes as a Function of State Departments of Education*. United States Office of Education Bulletin 1940, No. 6. Monograph No. 11. Studies of State Departments of Education. Washington: Federal Security Agency, 1941.
- CARR, LOWELL JULLIARD. *Delinquency Control*. New York: Harper & Bros., 1941.
- CHATTERTON, ROLAND HENRY. *Methods of Lesson Observing by Pre-Service Student Teachers*. Contributions to Education, No. 834. New York: Bureau of Publications, Teachers College, Columbia University, 1941.
- COX, PHILIP; WESTCOTT, LAWRENCE; and DUFF, JOHN CARR. *Guidance by the Classroom Teacher*. New York: Prentice-Hall, Inc., 1938.
- EELLS, WALTER CROSBY. *Present Status of Junior Colleges Terminal Education*. Terminal Education Monograph No. 2. Washington: American Association of Junior Colleges, 1941.
- EELLS, WALTER CROSBY. *Why Junior College Terminal Education*. Terminal Education Monograph No. 3. Washington: American Association of Junior Colleges, 1941.
- HOWARD, HOMER. *Mathematics Teachers' Views on Certain Issues in the Teaching of Mathematics*. Contributions to Education, No. 827. New York: Bureau of Publications, Teachers College, Columbia University, 1941.
- MAY, MARK A. *Education in a World of Fear*. The Inglis Lecture, 1941. Cambridge: Harvard University Press, 1941.
- MOOR, ARTHUR PRICHARD. *The Library, Museum of Music and Dance*. Contribution to Education, No. 750. Bureau of Publications, Teachers College, Columbia University, 1938.
- MORT, PAUL R., and REUSSER, WALTER C. *Public School Finance: Its Background Structure and Operation*. New York: McGraw-Hill Book Co., Inc., 1941.
- ROGERS, JAMES FREDERICK. *Supervision of Health and Physical Education as a Function of State Departments of Education*. United States Office of Education Bulletin 1940, No. 6. Monograph No. 14. Studies of State Departments of Education. Washington: Federal Security Agency, 1941.

DIRECTORY OF THE CALIFORNIA STATE DEPARTMENT OF EDUCATION

STATE BOARD OF EDUCATION

	Term Expires
James M. Tadlock, President, 2202 E Street, Eureka	1944
Dr. Lewis P. Crutcher, 3204 E. Second Street, Long Beach	1940
Armistead B. Carter, Bank of America Building, San Diego	1942
Edward J. Cummings, 2944 Ventura Drive, Santa Barbara	1945
Miss Alice H. Daugherty, 4508 Pleasant Valley Court, Oakland	1940
Robert M. Dulin, 9507 Santa Monica Boulevard, Beverly Hills	1945
Dr. Herman A. Leader, Sacramento Junior College, Sacramento	1943
Daniel C. Murphy, 90 Justin Drive, San Francisco	1942
Mrs. Rae L. Shoemaker, 636 S. Serrano Street, Los Angeles	1943
Mrs. Lois E. Souter, 7727 S. Harvard Boulevard, Los Angeles	1943
Walter F. Dexter, Secretary and Executive Officer	
Mrs. Florence B. Argall, Assistant Secretary	

STAFF

(Unless otherwise indicated all staff members may be reached at Sacramento)

- Walter F. Dexter, Superintendent of Public Instruction and Director of Education
 Beryl Cole, Administrative Assistant
 Alfred E. Lentz, Administrative Adviser
 Henry M. Lynn, Departmental Accountant
- Sam H. Cohn, Deputy Superintendent of Public Instruction
- J. A. Burkman, Assistant Director of Education
- Aubrey A. Douglass, Assistant Superintendent of Public Instruction and Chief of Division of Secondary Education
 Frank B. Lindsay, Assistant Chief of Division of Secondary Education
- Walter E. Morgan, Assistant Superintendent of Public Instruction and Chief of Division of Research and Statistics
- Irene Taylor Heineman (Mrs.), Assistant Superintendent of Public Instruction, 311 California State Building, Los Angeles
- Helen Heffernan, Chief of Division of Elementary Education
 Francis L. Drag, Assistant Chief
 Lillian B. Hill (Mrs.), Chief of Bureau of Mental Hygiene, and Chief of Bureau of Migratory Education and Attendance
- George C. Mann, Chief of Division of Adult and Continuation Education, 311 California State Building, Los Angeles
 -----, Chief of Bureau of Parent Education, 502 California Building, 515 Van Ness Ave., San Francisco
 Verne S. Landreth, Chief of Bureau of Adult Civic Education, 311 State Building, Los Angeles
 Leo Jones, Co-ordinator, Federal Education Projects, 311 State Building, Los Angeles
- W. H. Orion, Chief of Division of Physical and Health Education
 Winifred Van Hagen, Chief of Bureau of Physical Education for Girls
- Chas. Bursch, Chief of Division of Schoolhouse Planning
 Doyt Early, School Architect
- Ivan R. Waterman, Chief of Division of Textbooks and Publications
 W. S. Dias, Chief of Bureau of State Printed Textbooks
- Raymond C. Perry, Chief of Division of Teacher Training and Certification
- Mabel R. Gillis, State Librarian, Chief of Division of Libraries
 Eleanor Hitt, Assistant Librarian
- J. C. Beswick, Assistant Executive Officer, Commission for Vocational Education, and Chief of Bureau of Trade and Industrial Education
 Julian A. McPhee, Chief of Bureau of Agricultural Education, President of California Polytechnic School, San Luis Obispo
 Ira W. Kibby, Chief of Bureau of Business Education
 Maude I. Murchie, Chief of Bureau of Homemaking Education
- H. D. Hicker, Chief of Bureau of Vocational Rehabilitation
 J. M. Dodd, District Supervisor of Vocational Rehabilitation, 515 California Building, 515 Van Ness Ave., San Francisco
 W. E. Smith, District Supervisor of Vocational Rehabilitation, 107 California State Building, Los Angeles
- Commission for Special Education
 Lillian B. Hill (Mrs.), Chief of Bureau of Mental Hygiene, and Chief of Bureau of Migratory Education and Attendance, Chairman
 R. S. French, Chief of Bureau for the Education of the Blind; Superintendent, California School for the Blind, Berkeley
 Mabel F. Gifford (Mrs.), Chief of Bureau of Correction of Speech Defects, 502 California Building, 515 Van Ness Ave., San Francisco
 H. D. Hicker, Chief of Bureau of Vocational Rehabilitation
 Elwood A. Stevenson, Chief of Bureau for the Education of the Deaf, Superintendent, California School for the Deaf, Berkeley

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